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SCHOOLS**

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# Rigor

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# STRATEGIC PRIORITIES 2018-19

**Unify** Henry County around excellence in public education...

- Foster strong parent and family relationships
- Foster strong community relationships
- Invest in our workforce
- Share the story of learning



**Strengthen** our core business of student learning...

- Clarify what we teach and what students learn
- Clarify how we teach and how students learn through a personalized learning model
- Clarify how we know what students are learning
- Clarify district resources for teachers and students

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**Ensure** a high-performing environment for all students...

- Ensure a high-performing Board of Education-Superintendent Governance team
- Ensure every student is reading at or above grade level in every grade
- Ensure every school is a high-performing school among benchmark schools
- Ensure HCS is a high-performing district as indicated by student learning outcomes
- Establish national metrics and performance expectations

# Why Rigor?



# The Next Interview



# Driving Question

How might we, as teachers, create classrooms for relevant learning which provide rigorous tasks for our students?



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**What does rigor mean to you?**

**Difficult?**

***Demanding?***

***Thorough?***

**Complicated?**



# What is rigor?

- Academic rigor: learning in which students demonstrate a **thorough**, in-depth **mastery** of **challenging tasks** to **develop cognitive skills** through **reflective thought**, **analysis**, **problem-solving**, **evaluation**, or **creativity**.
- **Rigorous learning can occur at any school grade and in any subject!**
  - International Center for Leadership in Education



# Dr. Norman Webb's DOK Levels

*What is the **complexity** of thinking required of the standard?*

- Level 4: Extended Thinking
- Level 3: Strategic Thinking
- Level 2: Skills and Concepts
- Level 1: Recall/Reproduction





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## **DOK Level 1**

- Characteristics:
  - Basic recall
  - Either a student knows it or not
  - No “figuring” or “solving” required
- Activities:
  - Definitions
  - Labeling diagrams
  - Lists
  - Recitation
  - Basic reproduction of steps



# Are You Smarter Than A 5<sup>th</sup> Grader?



# History Lesson





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## **DOK Level 2**

- Characteristics:
  - Beyond a basic description or explanation
  - Application of skill in a familiar context
- Activities:
  - Demonstration
  - Relationships
  - Comparing/contrasting
  - Classify/sort into categories
  - Describe or explain
  - Cause/effect



# Giada At Home



$$6x^2 + 7x + 1$$
$$a \cdot b = 1 \cdot 6 = 6$$
$$a + b = 7$$
$$6x^2 + 6x + 1x + 1$$
$$6x(x+1) + 1(x+1)$$

## MORE EXAMPLES: FACTORING BY GROUPING





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## DOK Level 3

- Characteristics:

- **Short-term** higher order thinking
- Analysis/evaluation
- Explaining the reasoning
- Real-world problems with predictable outcomes
- Original thought

- Activities:

- Design a questionnaire
- Create a flow chart to show critical stages
- Solving a predictable problem
- Creating graphs/charts that require students to include/exclude information and make sense of the information given by instructor





# Master Chef Junior



# Citing Evidence



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## DOK Level 4

- Characteristics:

- Synthesis
- Reflection
- Adjusting plans **over time**
- Real-world problems with unpredictable outcomes

- Activities:

- Tasks that require change of action due to new information
- Internships
- Persuasion
- Creating graphs/charts that require students to include/exclude information and make sense of the information not given by instructor
- True Interdisciplinary PBL



# Survivor



# Science Experiment







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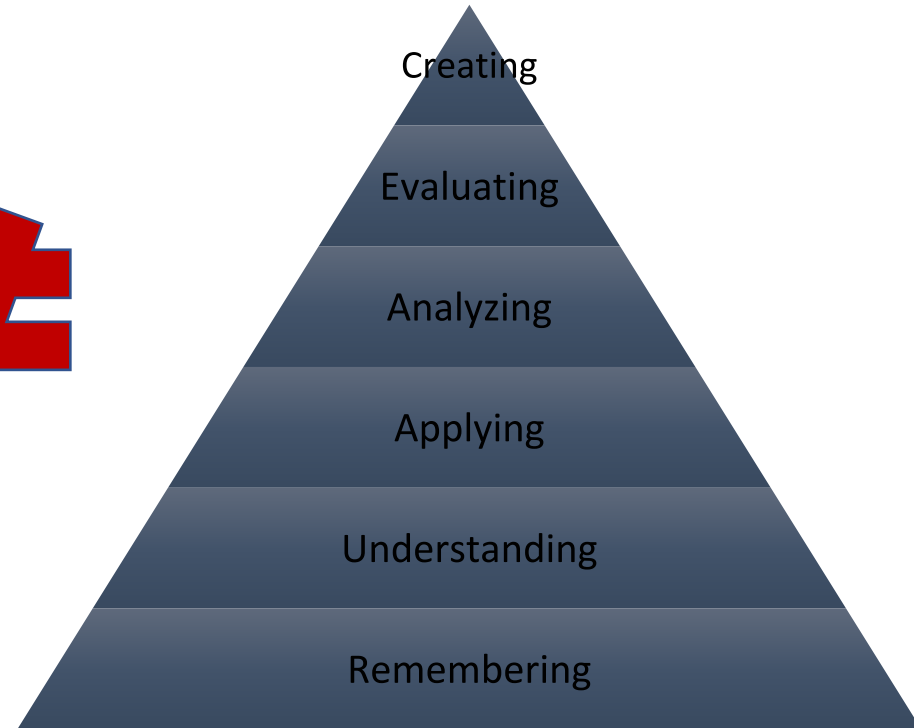
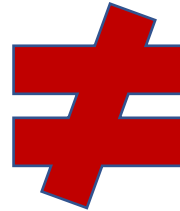
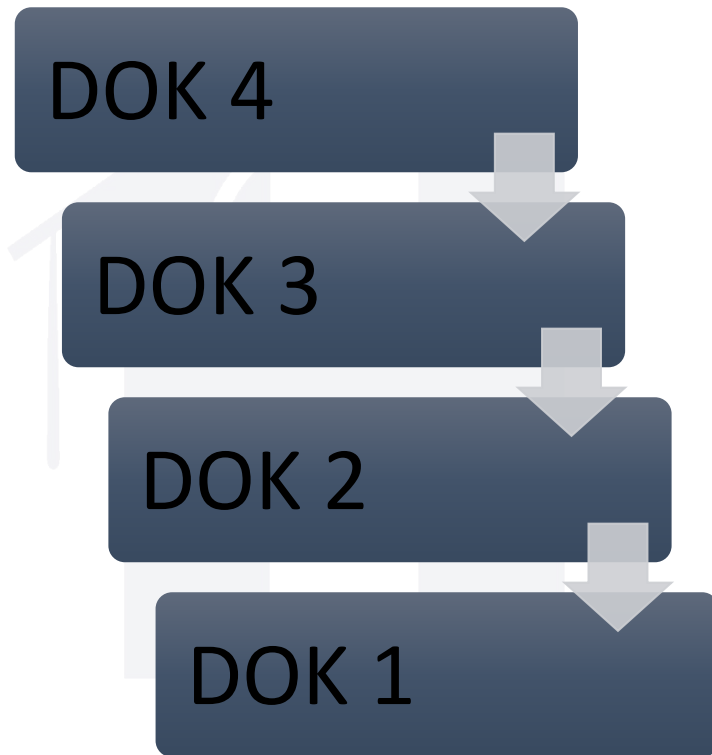
## Let's Reflect...

Questions to consider as we “Strengthen our core business of student learning”

- What are teachers teaching and students learning?
- How confident are you that this instructional time is leading to mastery of that?



# What about Bloom?





# Webb's DOK – Context of Verb

- **Create** a name tent.
  - DOK 1 – your name (*recall*)
- **Create** a name tent using symbols to display your personality.
  - DOK 1 – symbol (*vocabulary recall*)
  - DOK 2 – relationship of symbol to myself (*application of skill*)
  - DOK 3 – decisions related to how I want to portray myself (*strategic reasoning*)

## Same verb—used at three DOK levels

- **DOK 1- *Describe two characteristics of a simile and two characteristics of a metaphor. (Simple recall)***
- **DOK 2- *Describe the difference between a simile and the metaphor. (Requires cognitive processing to determine the differences between the two figurative devices)***
- **DOK 3 - *Describe the difference between how the poet uses the simile and the metaphor to portray the child in the poem. (Requires deep understanding of the figurative devices and an analysis of how the poet uses them)***



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- Levels of DOK do NOT progress in steps; students need opportunities to move in and out of DOK levels to truly process and master the content
- If students cannot perform at the DOK level of the standard, they have not mastered the standard
- Provides a method to ensure the intent of the standard and the level of complexity required by that standard matches the assessment items



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**LEADERSHIP DEVELOPMENT** | Professional Learning

# How do we turn rigor into practice?

- Become aware of the level of questioning in the classroom.
- Who is asking the questions?
  - Teacher to student
  - Student to Teacher
  - Student to student
- Evaluate your current questions – can they be tweaked? Should they be tweaked?



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